DOCUMENT RESUME

ED 146 736 EC 102 857

TITLE	Learning Disabilities--Identification and Assessment: 1977 Topical Bibliography.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	18p.; Exceptional Child Education Resources Topical Bibliography Series
AVAILABLE FROM	The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No.707)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Classification; Elementary Secondary Education; Evaluation Methods; *Identification; *Learning Disabilities; *Student Evaluation

ABSTRACT

The annotated bibliography contains approximately 65 citations on the identification and assessment of learning disabled students. It is explained that the bibliography was drawn from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on title, author, date, source, pagination, availability (including Educational Resources Information Center number) and a brief abstract. (CL)

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Learning Disabilities—Identification and Assessment

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 707

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EC102857

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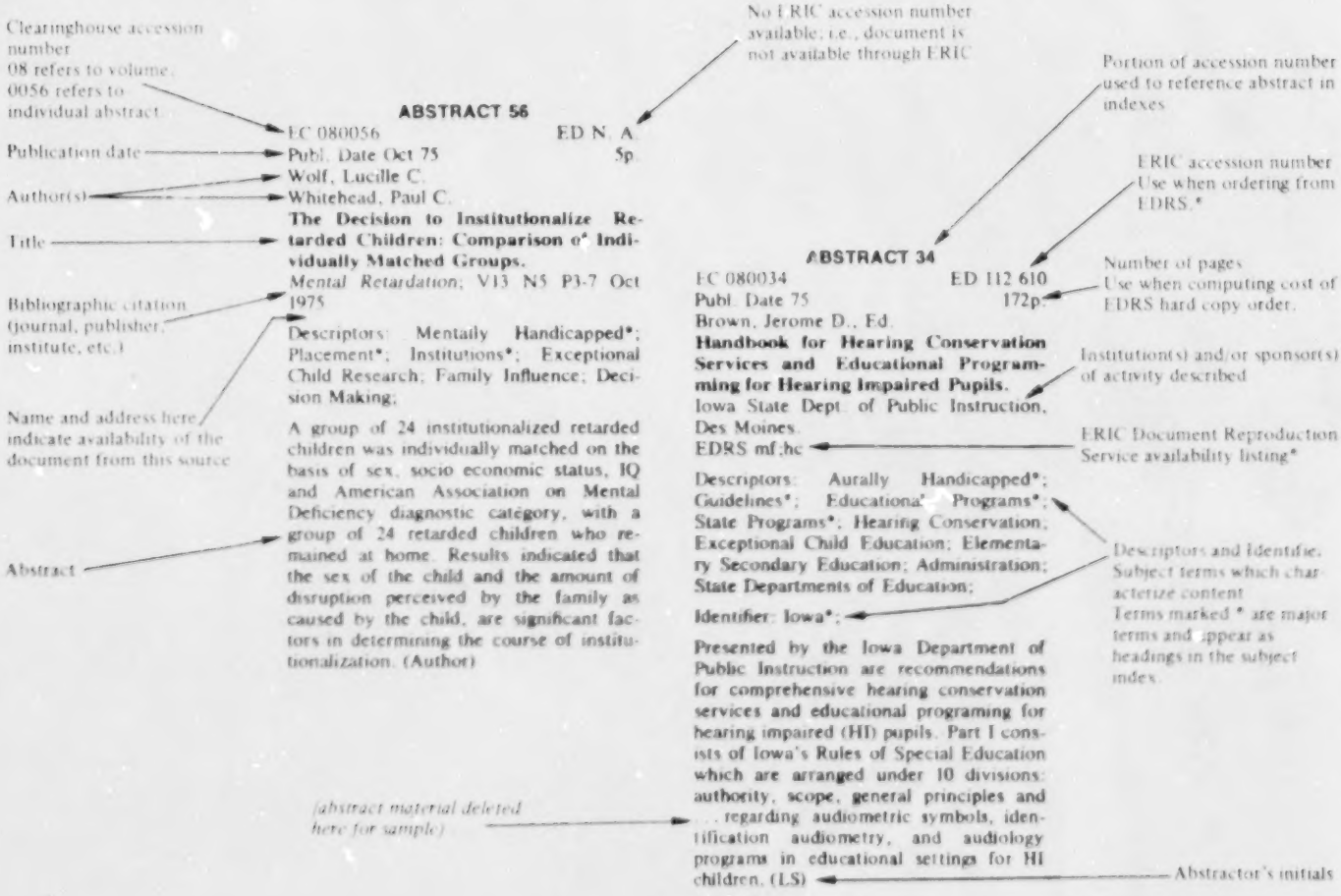
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifie. Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
[abstract material deleted here for sample]
. . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15301 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, 230 Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1H 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*Journals monitored for CIJE

**Copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8870, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Avenue **nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America: W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201 1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2956

EC 08 2956 ED N. A.
Publ. Date 76 415p.
Faas, Larry A.
Learning Disabilities: A Competency Based Approach.
Houghton Mifflin Company, One Beacon St., Boston, MA 02107 ($9.95)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks; Autoinstructional Aids; Student Characteristics;* Definitions; Intelligence Tests;* Concept Formation;* Perceptual Motor Learning;* Language Development;* Language Tests; Visual Perception;* Perception Tests;* Auditory Perception;* Educational Diagnosis;* Glossaries;

Identifiers: Performance Based Teacher Education;

Contained in the introductory self instructional text on learning disabilities are eight modules providing information on 370 competencies. Each of the 30 units includes a statement of cognitive, affective, and skill objectives, a posttest and suggested test answers. Modules have the following titles: "An Introduction to the Characteristics and Diagnosis of Learning Disabled Children," "The Development and Testing of Basic Learning Abilities," "The Development and Testing of Basic Concepts," "Perceptual Motor Learning Problems," "Language Problems and Testing," "Visual Perceptual Learning Problems and Testing," "Auditory Perceptual Problems and Testing," and "Diagnosis of Academic Problems." Also included are a glossary of over 100 terms, and a competency check off chart to provide a record of competency development. (DB)

ABSTRACT 2882

EC 08 2882 ED 122 504
Publ. Date Apr 76 17p.
Taylor, Patricia Silke
Administrators' Perceptions of Selected Aspects of Specific Learning Disabilities Programs in Florida School Districts.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Administrator Attitudes;* Administrative Organization;* State Programs;* Identification; Incidence; Teacher Education; School Districts;*

Identifiers: Florida;*

Investigated were the perceptions of programs for children with specific learning disabilities (SLD) expressed by 127 directors of special education programs, supervisors of SLD programs, and principals having SLD classes located in large, medium sized or small Florida school districts. The administrators were queried regarding the characteristics of SLD pupils, reasons for referral, eligibility criteria, prevalence of SLD, the influence of psychologists, tests used for SLD identification, criteria for self contained placement, differential placement, and use of resource rooms. It is concluded that the Florida SLD eligibility criteria should continue to be used and clarified in order to standardize identification and placement procedures, that the accepted prevalence rate should be increased to at least 3%, that the training of SLD teachers should include preparation in testing and consultative work, and that SLD teachers and resource rooms be provided for those pupils on waiting lists. (DB)

ABSTRACT 2879

EC 08 2879 ED 122 501
Publ. Date Apr 76 18p.
Vogel, Susan A.
Assessment of Morphological Ability in Good and Poor Readers.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Learning Disabilities; Dyslexia;* Primary Education; Morphology (Languages);* Linguistics;* Psycholinguistics; Language Handicaps; Identification; Language Tests;*

Two tests of morphological ability, the Berry-Talbott Test and the Grammatic Closure Test of the Illinois Test of Psycholinguistic Abilities were administered to 20 good readers and 20 dyslexics (all second grade males). The results indicated that the dyslexics were inferior to the good readers on both measures and that on the Berry-Talbott Test the complex items accounted for most of the difference between the sample groups. Results suggested the use of these two measures to identify children experiencing difficulty in generating and mastering the morphological rules and the use of results of item analysis in a language therapy program. (Author/DB)

ABSTRACT 2770

EC 08 2770 ED 121 047
Publ. Date Nov 74 215p.
Evans, Joyce S.
A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix.
Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc
Volume 2 of 2 Volumes

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Program Descriptions;* Screening Tests;* Instructional Materials; Teaching Guides; Resource Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;* Final Reports;

Provided are 13 appendixes to a report on the Ability Development Project to identify 4-year-old learning disabled Mexican American children and develop appropriate curricular materials for them. Included are a list of references; a list of external consultants, background and rationale of the Bilingual Early Childhood and Bilingual Kindergarten Programs (which contains information in such areas as program strategies, program evaluation, and program staff); developmental procedures for the Southwest Educational Development Laboratory; an abstract, evaluation reports, and recording forms on the Spanish/English Language Preference Screening; a list of materials and instructions for the Criterion Referenced Test on Units I-15 of the Bilingual Early Childhood Program, Level II; an abstract, consultant review, teacher review, and evaluation report on the Observational Checklists for Referral; a survey of tests administered to preschool children in Texas; learning profiles and recording forms; an abstract and consultant review questions on the manual for working with parents of handicapped children; an abstract and materials workshop summary on an instructional materials manual; information on the parent interview (such as general instructions, interview questions, and the interview form); and parent activities information which includes a parent workshop survey, a summary of parent workshop activities and a report and a newspaper article on the planning and building of an adventure playground. (For information on the research project, see EC 08 2769.) (SB)

ABSTRACT 2769

EC 08 2769 ED 121 046
Publ. Date Nov 74 93p.
Evans, Joyce S.
A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc
Volume 1 of 2 Volumes

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Material Development;* Identification; Screening Tests;* Check Lists; Culture Free Tests; Resource Guides; Teaching Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;* Final Reports;

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as

having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a pre-post test research design that compared results from the target group with results from nonhandicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook--70 Inexpensive Things to Do or Make," and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion referenced and norm referenced tests; and that target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their nonhandicapped peers. (Numerous tables with statistical information are provided.) (For appendixes to the document, see EC 08 2770.) (Author/SB)

ABSTRACT 2586

EC 08 2586 ED N. A.
Publ. Date Jun 76 4p.
Von Noorden, Gunter K.
Chronic Vision Problems of School-Age Children.
Journal of School Health; V46 N6 P334-337 Jun 76

Descriptors: Exceptional Child Education; Visually Handicapped;* Learning Disabled;* Dyslexia;* Elementary Secondary Education; Etiology;* Identification;* Health Personnel; Teacher Role;

Intended for teachers and school health personnel, the article covers some signs of chronic vision problems in school-age children and the role of the eyes in dyslexia. Signs of uncorrected refractive errors or neuromuscular anomalies are noted to include complaints about blurring, headaches, and/or sensitivity to sunlight. Noted among conclusions reached by professionals in the fields of pediatrics and opthalmology is that there is no periferal eye defect that produces dyslexia and associated learning disorders. (SB)

ABSTRACT 2548

EC 08 2548 ED 121 016
Publ. Date 75 51p.
Jeschke, Thomas A.
An Overview of Learning Disabilities for Classroom Teachers and Parents.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
Dr. Thomas A. Jeschke, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, IA 50307 ($1.00)

Descriptors: Exceptional Child Education; Learning Disabilities;* Early Childhood Education; Elementary Secondary Education; Learning Characteristics;* Definitions; Etiology; Incidence; Student Evaluation;* Tests; Bibliographies; Case Studies;

Identifiers: Informal Assessment;

Presented for classroom teachers and parents is an overview of information on learning disabilities. Covered are the following topics (with subtopics in parenthesis): defining the problem (causes, incidence, characteristics); assessment (physical assessment, intellectual potential, academic achievement, channels of learning); and informal assessment (seven sample case studies). Appended is a bibliography of 11 professional books, three journals, 14 films, 24 tests, and 13 publishers. (LS)

ABSTRACT 2546

EC 08 2546 ED N. A.
Publ. Date Jun 76 3p.
McElgunn, Barbara.
Learning Disability: The Need for Medical Research.
Journal of Learning Disabilities; V9 N6 P393-395 Jun/Jul 1976

Descriptors: Learning Disabilities;* Trend Analysis;* Medical Evaluation;* Medical Research;* Identification;* Exceptional Child Education; Neurologically Handicapped; Elementary Secondary Education;

The emphasis on educational and behavioral management of children with learning disabilities appears to be resulting in neglect of neurological, biochemical, and nutritional aspects. There is an urgent need for universally accepted diagnostic tools to enable the very earliest recognition of children with minimal neurological deficits. (Author/DB)

ABSTRACT 2541

EC 08 2541 ED N. A.
Publ. Date Jun 76 7p.
Lovitt, Thomas C.
Hansen, Cheryl L.
Round One-Placing the Child in the Right Reader.
Journal of Learning Disabilities; V9 N6 P347-353 Jun/Jul 1976

Descriptors: Learning Disabilities;* Reading Skills;* Grouping (Instructional Purposes);* Exceptional Child Research; Elementary Education; Reading Tests; Effective Teaching; Sequential Reading Programs;

Designed and implemented with seven learning disabled boys (7-11 years old) was a method of placing children in appropriate readers which utilized aspects of the Informal Reading Inventory and techniques developed by applied behavior analysts. Three different reading behaviors of Ss were measured directly and frequently: correct oral reading rate, incorrect oral reading rate, and correct comprehension percentage. Method effectiveness was judged in terms of how well it predicted subsequent reading performance in the readers. It was found that (1) performance differences between adjacent books were minimal, though oral reading rates and comprehension scores generally worsened as the grade level of the material increased; and (2) all pupils progressed satisfactorily after placement in the readers. (Author/DB)

ABSTRACT 2539

EC 08 2539 ED N. A.
Publ. Date Jun 76 6p.
McCarthy, James J.
Larsen, Stephen C.
The Validity of Perceptual Tests: The Debate Continues. Rebuttal.
Journal of Learning Disabilities; V9 N6 P332-337 Jun/Jul 1976

Descriptors: Learning Disabilities;* Perception Tests;* Test Validity;* Theories;* Research Methodology;* Exceptional Child Research; Elementary Secondary Education;

Presented are a rebuttal and a counter rebuttal to an earlier article questioning the educational usefulness of perceptual tests with learning disabled children. The original study is criticized for (1) selecting Ss whose ages extended beyond the Illinois Test of Psycholinguistic Abilities's ceiling, (2) selecting tests that were not predominantly perception tests, (3) drawing an unjustified conclusion from the lack of statistical difference between the groups, and (4) supporting the findings with earlier research, the validity of which is also questioned. In the counter rebuttal, an original author claims that (1) the age of the Ss could not have masked group differences; (2) the tests were perceptual in nature as documented by current theoreticians, test constructors, and researchers; (3) the conclusions are admittedly speculation but based on data; and (4) the earlier criticized research had not been used in support of the findings. (DB)

ABSTRACT 2533

EC 08 2533 ED N. A.
Publ. Date Win 76 4p.
Shepherd, Margaret Jo.
"Learning Disabled" or "Slow Learner"?
School Psychology Digest; V5 N1 P32-35 Win 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Slow Learners;* Elementary Secondary Education; Identification;* Learning Characteristics;*

Educators are encouraged to distinguish between the learning disabled and the slow learning child. It is explained that learning disabled children have markedly uneven development while slow learning children have even developmental patterns. (DB)

ABSTRACT 2487

EC 08 2487 ED 121 000
Publ. Date 74 54p.
Hession, Lucy Anne.
Training Special and Regular Educators in the Observation, Identification and Management of Children (k-3) with Learning Handicaps. Final Report.
Maryland State Dept. of Education, Baltimore. Div. Of Instruction.

Bureau of Education for the Handicapped (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Primary Education; Program Descriptions;* Program Evaluation; Television;* Inservice Teacher Education;* Graduate Study; Identification;* Intervention; Course Objectives;

Identifiers: Final Reports; Maryland;

Reported are details of a project to develop and implement a 16-lesson television course to train teachers at the early childhood and primary grade levels in the identification and remediation of learning handicaps. Instructional television is said to have been selected because of its suitability to serving educators all over Maryland and its compatability with the continuum concept of Maryland special education. It is reported that the project, which gives teachers 3 hours of either inservice or academic credit, was piloted in the spring of 1973 in 11 local education agencies with a total of 180 teachers, followed by statewide implementation in 1973- 74, and subsequent use in 13 other states. Summarized for each of the 3 years are major project accomplishments and spinoff developments. The major portion of the document consists of appendixes such as a teacher interview checksheet, a listing of project consultants, specific lesson objectives, the pre-post instrument used for pilot telecast, factsheet on the project, results of informal teacher critiques, and a budget breakdown of the project. (DB)

ABSTRACT 2486

EC 08 2486 ED 120 999
Publ. Date 76 343p.
Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children.
Fargo Public Schools, ND.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Preschool Education;* Curriculum Guides;* Diagnostic Tests;* Language Arts; Mathematics; Sciences; Health; Motor Development; Social Studies; Behavioral Objectives;* Diagnostic Teaching;

Presented is the prekindergarten prescriptive teaching program for learning disabled children including inventories and six instructional components: language arts, mathematics, science, health, motor skill development, and social experiences. Components consist of sequenced skills (identified as essential by kindergarten and first grade teachers) and learning packages, each consisting of behavioral objectives, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The program also includes a screening test and language and math inventories intended to help the teacher assess each child's functioning at the beginning of the school year. Included in the general curriculum guide are a curriculum description, instructions for testing and record keeping, and various forms such as inventory score sheets, daily lesson plans, and a prekindergarten progress report. Each instructional component is preceded by a listing of skills followed by the complete learning packages. Examples of skills included are the ability to follow simple directions (social), the ability to walk backwards (motor skills), awareness of germs and their effects (health), the ability to classify objects (science), the ability to discriminate sizes (math), and the ability to label colors (language arts). (DB)

ABSTRACT 2342

EC 08 2342 ED N. A.
Publ. Date 76 105p.
Bender, Miriam L.
The Bender-Purdue Reflex Test and Training Manual.
Academic Therapy Publications, 1539 Fourth Street, San Rafael, CA 94901 ($13.50 Hc, $7.50 Pb)

Descriptors: Exceptional Child Research; Exceptional Child Education; Learning Disabilities;* Perceptual Motor Development;* Testing;* Teaching Methods;* Teaching Guides; Motor Development;

Identifiers: Bender Purdue Reflex Test;* Tonic Neck Reflex;

Described in the test and training manual are the theory and use of the Bender Purdue Reflex Test and an associated developmental training program for learning disabled children. Considered in two chapters on learning as a developmental process are the hierarchy of learning and the reflex substructure of learning. The background of the test of the symmetric tonic neck reflex is provided in four chapters on: problem identification, test development, the experimental study (showing a correlation between tonic neck reflex immaturity and learning disabilities), and educational implications. Two chapters cover the description, administration, scoring and interpretation of the Bender Purdue Test for Behavioral Signs of Symmetric Tonic Neck Reflex Immaturity. Explained in four chapters is the resisted developmental training program which stimulates maturation of the tonic neck reflex through an individualized program of walking tasks. Appended are statistical tables of the experimental study and sample test forms. (DB)

ABSTRACT 2223

EC 08 2223 ED N. A.
Publ. Date 76 489p.
Ekwell, Eldon E.
Diagnosis and Remediation of the Disabled Reader.
Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Dyslexia; Reading Difficulty;* Textbooks; Reading Tests;* Etiology; Remedial Reading;* Instructional Materials; Teaching Methods;*

Intended for students and practicing teachers, the text provides comprehensive information on methods of diagnosing and remediating reading disabilities. Chapters focus on the following topics: reasons for failure in reading; important operational procedures; a framework for the diagnosis and teaching of educational factors; letter knowledge and sight words; word analysis skills; comprehension, vocabulary development, and study skills; psychological and sociological problems; physical disabilities; severe reading disabilities; appropriate teaching techniques for the disabled reader; using informal reading inventories and the cloze procedure and the analysis of oral reading errors; the use of interviews; administration of the remedial reading program; relaying information, record keeping, and writing case reports in remedial reading; materials for teaching remedial reading--their evaluation and use; and interpreting test and research results in reading. Appended are the Ekwall Phonics Inventory and the following lists: reading and reading related tests and inventories; commercial materials for teaching reading skills in a remedial reading center; and names and addresses of companies that publish materials for use in reading. (DB)

ABSTRACT 2192

EC 08 2192 ED N. A.
Publ. Date Mar 76 5p.
Martino, Alba.
And Others.
A New Version of the "Token Test" for Aphasics: A Concrete Objects Form.
Journal of Communication Disorders; V9 N1 P1-5 Mar 76

Descriptors: Exceptional Child Research; Learning Disabilities; Aphasia;* Testing;* Language Tests;

Identifiers: Token Test;*

Evaluated was a modification of the "token test" (involving verbal commands with zero redundancy) with 70 brain damaged (including 59 aphasics) and 15 normal persons. The modification introduced object names and thus reduced categories to only two extremes (form and color) making it easier to administer. The modification was reported to be clinically useful as an alternative to the original form and equally discriminating. (DB)

ABSTRACT 2116

EC 08 2116 ED N. A.
Publ. Date 76 12p.
Evans, Joyce.
Identification and Supplementary Instruction for Handicapped Children in a Regular Bilingual Program.
Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701

Descriptors: Exceptional Child Research; Learning Disabilities;* Preschool Education; Identification;* Material Development;* Remedial Instruction;* Mexican Americans;* Bilingualism; Program Effectiveness; Instructional Materials;

Identifiers: Ability Development Projects;*

The Ability Development Projects were designed to identify the preschool Mexican American child with existing and/or potentially handicapping conditions, to develop and test supplementary materials, and to determine the efficacy of supplementary instruction within the regular bilingual classroom. In the first project for 4-year-olds, 40 out of 99 children enrolled had some type of problem, 29 children with problems severe enough to interfere with learning. Following 5 months of supplementary instruction, the experimental group out-performed the comparison group not receiving supplementary instruction and were learning at the level of nonhandicapped peers. In the second project for 5-year-olds, materials for continuous observation and supplementary instruction on a lesson-by-lesson basis were developed which include two identification instruments, the Spanish/English Language Performance Screening and the Observational Checklists for Referral, and four instructional materials, *Working With Parents of Handicapped Children, How To Fill Your Toy Shelves Without Emptying Your Pocketbook, Supplementary Activities for Four-Year-Olds*, and *Observation-Activity Cards for Five-Year-Olds*. (Author/SB)

ABSTRACT 2108

EC 08 2108 ED N. A.
Publ. Date 76 397p.
Spache, George D.
Diagnosing and Correcting Reading Disabilities.
Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty;* Dyslexia; Textbooks; Teaching Methods;* Educational Diagnosis;* Diagnostic Teaching; Visual Perception; Auditory Perception; Sensory Integration; Student Teacher Relationship; Reading Skills;* Remedial Reading;*

The text on the diagnosis and remediation of reading disabilities focuses on the implementation of conclusions that can be drawn from research and the methods of remedial reading. Chapters are on the following topics: principles of diagnosis and remediation, diagnosis of vision and visual perception, diagnosis of auditory perception and sensory integration, diagnosis in the intellectual area, understanding pupil personality and pupil-teacher interaction, analyzing oral reading, interpreting individual diagnostic reading tests, analyzing and teaching analysis skills, analyzing and improving silent reading skills, strategies of remedial reading, mechanical methods of improving reading, evaluating the outcomes of remediation, and organizing for remedial work. Appended is information on resources and references and an incomplete sentence test for elementary children. (DB)

ABSTRACT 1938

EC 08 1938 ED N. A.
Publ. Date Apr 76 7p.
Coleman, J. Michael.
Davis, Earl E.
Learning Disabilities: Ten Years Later.
Peabody Journal of Education; V53 N3 P180-186 Apr 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Minimally Brain Injured; Neurologically Handicapped;* Elementary Secondary Education; Definitions;* Incidence; Testing; Etiology;* Environmental Influences;* Educational Needs;* Historical Reviews;

Reviewed is the development of the field of learning disabilities with special emphasis on the need for a commonly accepted definition. Discussed are the effects of the earlier concentration on neurological function and brain injury, wide discrepancies in estimates of incidence, the use of tests which have not been proven to be valid as identification measures, and the limited usefulness of characteristics used to describe the learning disabled child. The author suggests that children fail academically due to a combination of neurological dysfunctions, environmental disadvantages, and educational disadvantages. (DB)

ABSTRACT 1890

EC 08 1890 ED N. A.
Publ. Date 76 95p.
Mauser, August J.
Assessing the Learning Disabled: Selected Instruments.
Academic Therapy Publications, 1539 Fourth St., San Rafael, CA 94901 ($4.25)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Adults; Testing;* Identification;* Student Evaluation;* Resource Guides;* Intelligence Tests; Readiness (Mental); Perception Tests; Language Tests; Reading Readiness; Diagnostic Tests; Mathematics; Creativity; Vocational Education;

Briefly described are approximately 300 assessment tools applicable to the evaluation of children and adults with specific learning disabilities. Tests are grouped into the following categories: intelligence tests; preschool readiness tests; motor, sensory, and language tests; reading readiness tests; diagnostic reading tests; survey reading tests; oral reading tests; diagnostic tests of math abilities; creativity tests; and vocational tests. Included for each test is the title, appropriate age or grade level range, administration time, a brief nonevaluative description, and a publisher or source code. It is explained that the majority of the tests have been standardized and are commercially available though a few tests are currently under development. Also included are an alphabetical index of tests, a list of publisher addresses, and a list of approximately 150 selected readings. (DB)

ABSTRACT 1888

EC 08 1888 ED N. A.
Publ. Date 76 102p.
Silver, Archie A.
Hagin, Rosa A.
SEARCH: A Scanning Instrument for the Identification of Potential Learning Disability.
Walker Educational Book Corporation, 720 Fifth Avenue, New York, NY 10019 ($9.50)
(Component of the SEARCH and TEACH Package)

Descriptors: Exceptional Child Education; Learning Disabilities;* Early Childhood Education; Kindergarten;* Identification;* Screening Tests;* Visual Perception; Auditory Perception; Sensory Integration; Test Construction;* Test Interpretation;* Body Image;

Identifiers: SEARCH;

Described is the development and clinical use of a test battery, SEARCH, for screening kindergarten children for potential learning disabilities. SEARCH is described as comprising ten component tests: three of visual perception (discrimination, recall, and visual motor control), two of auditory perception (discrimination and rote sequencing), two intermodal (articulation and intermodal dictation), and three of body image (directionality, finger schema, and praxis). Explained are the school samples used to standardize SEARCH, the derivation of VAB (Vulnerable At or Below) scores, internal consistency, test reliability, and the utility of SEARCH in prediction. Included are directions for administration and scoring of the test. Interpretation of results is examined in terms of determining vulnerability, analyzing the child's assets and deficits, determining his need for further diagnosis, and planning for remedial procedures. Appended are cards used in the testing process. (DB)

ABSTRACT 1861

EC 08 1861 ED N. A.
Publ. Date Apr 76 16p.
Chalfant, James C.
King, Frank S.
An Approach to Operationalizing the Definition of Learning Disabilities.
Journal of Learning Disabilities; V9 N4 P228-243 Apr 1976

Descriptors: Learning Disabilities;* Definitions;* Identification;* Exceptional Child Education; Elementary Secondary Education; Failure Factors; Biological Influences; Psychological Characteristics; Diagnostic Tests;

Proposed is a method for operationalizing the definition of learning disabilities in order to identify precisely the population in question. An analysis of nine widely used definitions is presented. The analysis is reported to show that definitions of learning disabilities seem to focus on five components: task failure, exclusion factors, physiological correlates, discrepancy, and psychological correlates. To use the definition in the identification process, it is suggested that each of the five definitional components be applied to the child. Strategies for operationalizing each component are discussed. The procedures for operationalizing the first four components are seen to present no problem, although the psychological correlate component is thought to be more difficult to operationalize. Five psychological processes are identified, questions to be considered

during assessment are presented, and standardized tests for each process are listed. (Author/DB)

ABSTRACT 1858

EC 08 1858 ED N. A.
Publ. Date Apr 76 9p.
Brown, Virginia L., Ed.
Programs, Materials and Techniques.
Journal of Learning Disabilities; V9 N4 P201-209 Apr 1976

Descriptors: Learning Disabilities;* Instructional Materials;* Diagnostic Tests;* Structural Analysis;* Phonics;* Exceptional Child Education; Elementary Secondary Education; Evaluation; Reading Skills;

Identifiers: Sipay Word Analysis Tests;*

Reviewed in depth are the Sipay Word Analysis Tests (SWAT), and briefly noted are several other programs, techniques, or materials of potential value to learning disability personnel. SWAT is described as an individually administered criterion referenced series of phonic related tests designed to diagnose word analysis problems, assess learner progress after teaching, and evaluate the effectiveness of a word analysis instructional program. It is concluded that, despite the difficulty of measuring isolated reading skills, SWAT is an above average set of procedures. Briefly examined are the Peabody Articulation Decks (for speech and language improvement), "Planning Curriculum Development" (a guide for curriculum organization); "Teaching Interpersonal Social Skills" (a notebook of group problem-solving activities and individual behavior control techniques); "The Big- New-Mother Mind-Boggling Behavior Expander" (an innovative guide to behavior modification principles); and *The Whole Kids Catalog for Adventure Seekers* (a catalog of activities and resources.) (DB)

ABSTRACT 1855

EC 08 1855 ED N. A.
Publ. Date Mar 76 3p.
Gensemer, Ira B.
And Others.
Using the Peabody Picture Vocabulary Test with Children Having Difficulty Learning.
Journal of Learning Disabilities; V9 N3 P179-181 Mar 1976

Descriptors: Learning Disabilities;* Intelligence Tests;* Medical Evaluation;* Exceptional Child Research; Neurologically Handicapped; Speech Handicaps; Test Interpretation; Clinical Diagnosis;

Identifiers: Peabody Picture Vocabulary Test;* Wechsler Intelligence Scale for Children;

Examined were differences between Wechsler Intelligence Scale for Children (WISC) and Peabody Picture Vocabulary Test (PPVT) scores for 99 children with learning problems who were patients in a multispecialty group medical practice. Of the children, 77 showed significant evidence of diffuse neurological dysfunction, 25 had speech problems, and 20 were diagnosed as having learning problems only. Results supported previous research which indicated that PPVT IQs are frequently higher than WISC IQs when both instruments are used with the same children. (Author/DB)

ABSTRACT 1853

EC 08 1853 ED N. A.
Publ. Date Mar 76 9p.
Kaufman, Alan S.
A New Approach to the Interpretation of Test Scatter on the WISC-R.
Journal of Learning Disabilities; V9 N3 P160-168 Mar 1976

Descriptors: Learning Disabilities;* Clinical Diagnosis;* Test Interpretation;* Exceptional Child Research; Elementary Secondary Education; Intelligence Tests;

Identifiers: Test Scatter;* Wechsler Intelligence Scale for Children (WISC);

Because of use of subtest scatter in the diagnosis of learning disabled children, scatter among the Wechsler Intelligence Scale for Children-Revised (WISC-R) Verbal, Performance and Full Scale tests was investigated for the standardization sample of 2200 children between 6 and 17 years of age. Two indexes of test scatter were analyzed: scaled-score range (a child's highest minus his lowest scaled score), and the number of tests deviating by 3 or more points from his own mean. No meaningful fluctuations in the indexes were apparaent when they were computed separately by age, sex, race, parental occupation, or intelligence level. Another major finding was that the WISC-R profiles of normal children exhibited much scatter. Normative tables were developed to enable the clinician and the researcher to evaluate more scientifically the test scatter for an exceptional individual or group. (Author/DB)

ABSTRACT 1847

EC 08 1847 ED N. A.
Publ. Date Spr 76 5p.
Neel, Richard S.
A Psychometric Investigation of Identification of Children with Academic Difficulties.
Journal of Special Education; V10 N1 P91-95 Spr 1976

Descriptors: Learning Disabilities;* Psychological Characteristics;* Intelligence Quotient;* Identification;* Exceptional Child Research; Primary Grades; Language Ability; Auditory Perception; Visual Perception; Student Evaluation;

A group of 120 children with academic difficulties were studied to determine specific subpopulations by use of psychometric measures. The Ss, clinically identified as having academic difficulties, came from the Switzer Center for Educational Therapy and were selected by age (6-9) and IQ scores. Staff psychologists administered the Wechsler Intelligence Scale for Children (WISC), Illinois Test of Psycholinguistic Abilities, Frostig Developmental Test of Visual Perception, and Wepman Auditory Discrimination to Ss, who were then classified into groups according to certain variables. Their scores were factor analyzed to determine whether or not specific identifying variables could be determined. Four factors were found: intelligence, visual, language, and auditory. Performance and verbal scores on the WISC did not seem to differentiate specific subpopulations of children with academic difficulties. (Author/DB)

ABSTRACT 1804

EC 08 1804 ED N. A.
Publ. Date 76 341p.
Wiig, Elisabeth H.
Semel, Eleanor Messing.
Language Disabilities in Children and Adolescents.
Charles E. Merrill Publishing Company, Columbus, OH 43216 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Language Handicapped;* Linguistics;* Psycholinguistics; Perception;* Cognitive Development; Models; Theories;* Academic Achievement; Auditory Perception; Testing;* Perception Tests; Language Tests; Remedial Instruction;* Perceptual Development;

The text focuses on the nature, assessment, and remediation of language deficits in learning disabled children. A model of language processing is provided which emphasizes perceptual processing, linguistic processing, cognitive-semantic processing, and the interrelationships among these processes. The models of J. Guilford, A. Luria, G. Miller, and N. Chomsky are emphasized. Individual chapters consider the following topics: implications of language and communication deficits on academic achievement and interpersonal interaction, the nature of language deficits in learning disabilities, deficits in language processing, assessing auditory sensation and perception, assessing cognitive and linguistic processing abilities, remediation of perceptual and linguistic processing deficits, remediation of cognitive processing deficits, deficits in language formation and production, assessing language production abilities, remediation of language production deficits, and social perception--a component language skill. Appended is a glossary of approximately 220 language terms. (DB)

ABSTRACT 1713

EC 08 1713 ED N. A.
Publ. Date Mar 76 5p.
Foppe, Kathryn B.
And Others.
The Relationship Between Occupational Therapy and Physical Therapy Test Scores in Children with Learning Disabilities.
American Journal of Occupational Therapy; V30 N3 P162-166 Mar 76

Descriptors: Exceptional Child Research; Learning Disabilities;* Perceptually Handicapped; Occupational Therapy;* Physical Therapy;* Testing;* Student Evaluation; Perception Tests;*

Twenty seven 5-to 8-year-old children with learning disabilities associated with perceptual deficits were studied in order to determine the relationship between occupational therapy and physical therapy test scores. Multivariate models were

developed for 21 occupational therapy test items, with 79 physical therapy items considered as predictor variables. Results indicated numerous positive relationships between the two groups of test items. The fact that one test did not duplicate the other suggested that both are essential in evaluating the learning disabled child with perceptual problems. (Author/CL)

ABSTRACT 1685

EC 08 1685 ED N. A.
Publ. Date 75 44p.
Critchley, Macdonald; Lerner, Janet W.
McLeod, John.
Reading and Dyslexia.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Seven in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities; Dyslexia;* Reading Difficulty; Elementary Secondary Education; Conference Reports; Language Development;* Remedial Reading;* Role Perception; Psycholinguistics;* Psychological Characteristics; Identification;* Testing; Research Reviews (Publication);

Presented are three papers on reading and dyslexia which constitute Chapter 7 of *Learning Disabilities--Selected ACLD Papers* (EC 08 1678). Macdonald Critchley defines dyslexia, and relates language, speech, spelling, and writing disabilities to dyslexia in his paper titled "Language Acquisition in Developmental Dyslexics." Janet Lerner, in "Two Perspectives--Reading and Learning Disabilities," points out differences between learning disabilities and reading disabilities and examines differing approaches used by the reading specialist and the learning disability specialist. "Psychological" and Psycholinguistic Aspects of Severe Reading Disability in Children: Some Experimental Studies" by John McLeod provides a review of research showing relationships between the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Dyslexia Schedule (a parent questionnaire) with the Dyslexia Schedule misdiagnosing the fewest number of cases. (For other papers in the collection, see EC 08 1678-EC 08 1684 and EC 08 1686-EC 08 1688.) (DB)

ABSTRACT 1684

EC 08 1684 ED N. A.
Publ. Date 75 65p.
Johnson, Doris J.; Consilia, Sister Mary.
McCarthy, Jeanne M.; Taylor, Frank D.; Lovitt, Thomas C.; Martin, Edwin W.
Educational Practices.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Six in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Conference Reports; Educational Methods;* Auditory Perception;* Identification;* Behavior Change; Operant Conditioning;* Educational Trends;

Presented are seven papers on educational practices in learning disabilities (LD) which constitute Chapter 6 of *Learning Disabilities--Selected ACLD Papers* (EC 08 1678). Doris Johnson, in "Clinical Teaching of Children with Learning Disabilities" contrasts training and education as related to clinical teaching which is seen to involve both instructional content and remediation of psychological processes in a variety of curriculum design alternatives. "Meeting the Needs of the Auditorially Impaired Child" by Sister Mary Consilia deals with the perceptual development and classroom behaviors of the child with auditory disabilities; teaching techniques for sound blending and spelling are included. In the paper entitled "Identifying and Helping Learning Disabled Children in Kindergarten," Jeanne McCarthy et al. describe the developmental first grade, and stress the importance of early screening and the services of speech clinicians, school nurses, psychoeducational diagnosticians, social workers, and psychologists. Two articles by Frank Taylor are included: one titled "The Santa Monica Project: An Engineered Classroom" about the application of behavioral modification principles with emotionally disturbed children, and the other titled "Madison School Plan," showing the extension of the procedure to a noncategorical program based on specific learning deficits. Thomas Lovitt in "Operant Conditioning Techniques for Children with Learning Disabilities" explains the basic principles of operant conditioning in nontechnical language and shows their application to the classroom environment. The final paper by Edwin Martin "The Right to Learn" includes examples of desperate letters received from parents and a projection of the future development of programs at the state level. (For other papers in the collection, see EC 08 1678-EC 08 1683 and EC 08 1685-EC 08 1688.) (DB)

ABSTRACT 1683

EC 08 1683 ED N. A.
Publ. Date 75 29p.
Richardson, Sylvia O.; Freeman, Roger.
Ozer, Mark N.; Masland, Richard L.
Medical Practices.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Five in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Services; Learning Disabilities;* Minimally Brain Injured; Neurologically Handicapped; Elementary Secondary Education; Conference Reports; Medical Evaluation;* Medical Treatment;* Neurology;* Physicians; Identification; Etiology; Role Perception;

Presented are four papers on medical practices in learning disabilities (LD) which constitute Chapter 5 of *Learning Disabilities: Selected ACLD Papers* (EC 08 1678). Sylvia Richardson in her paper entitled "Neurophysiological Management of Children with Learning Disabilities" discusses relationships between specific learning disabilities and neurological damage, notes the various etiologies of LD, and urges educators to stress the remediation of basic language skills. "Medical Management and the Politics of Learning Disabilities" by Roger Freeman focuses on the role of the physician in managing the LD child. The use of the neurological examination is considered by Mark Ozer in "Early Diagnosis of Children with Neurological Problems Relating to Learning Disabilities"; and recommended is the use of a screening test designed for large scale use. In the final paper, "Learning Disabilities: Medical Aspects," Richard Masland summarizes the literature on causation including psychological differences between brain involvement and possible genetic disabilities; noted are areas of early identification and prevention. (For other papers in the collection, see EC 08 1678-EC 08 1682 and EC 08 1684-EC 08 1688.) (DB)

ABSTRACT 1682

EC 08 1682 ED N. A.
Publ. Date 75 50p.
Frostig, Marianne; Rosser, Pearl L.
Bartlett, Charles H.
Screening, Diagnosis, and Assessment.

Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Four in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Conference Reports; Screening Tests;* Diagnostic Tests;* Student Evaluation;* Diagnostic Teaching;* Interdisciplinary Approach;* Intervention; Inner City;

Presented are three papers on screening, diagnosis, and assessment of learning disabilities which constitute Chapter 4 of *Learning Disabilities: Selected ACLD Papers* (EC 08 1678). Marianne Frostig's paper entitled "The Relationship of Diagnosis to Remediation in Learning Problems" contains a description of the diagnostic process with emphases on curricular activities, visual perceptual training programs, and the interdependence of sensory motor functions, perception, language, and thought processes. Discussed in "The Importance of Differential Diagnosis to the Learning Disabled Child" by Paul Rosser, Carolyn Stewart, and Mitzi Parks is the importance of communication between educational and medical disciplines with stress on intervention with disadvantaged children in the inner cities. Charles Bartlett in "The Educational Evaluation in an Interdisciplinary Setting--A Developing Concept" explains a model of educational evaluation covering academic achievement, speech and linguistic competency, perception and perceptual integration, motor coordination and planning, and cognitive abilities. (For other papers in the collection, see EC 08 1678-EC 08 1681 and EC 08 1683-EC 08 1688.) (DB)

ABSTRACT 1678

EC 08 1678 ED N. A.
Publ. Date 75 395p.
Kirk, Samuel A., Ed.
McCarthy, Jeanne McRae, Ed.
Learning Disabilities: Selected ACLD Papers.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Dyslexia; Elemeniary Secondary Education; Adolescents; National Organizations;* Trend Analysis;* Screening Tests; Identification;* Medical Evaluation; Medical Treatment; Educational Methods;* Reading; Parent Role; Legislation; Conference Reports;*

Presented are 38 papers selected from the *Proceedings of the Association for Children with Learning Disabilities (ACLD) Conferences* from 1963 through 1973. Papers cover the following areas: the beginnings of ACLD; overview; significant issues; screening, diagnosis, and assessment; medical practices; educational practices; reading and dyslexia; adolescence; parents' problems; and legislation. (For more detailed information on each of the 10 sections see EC 08 1679 through EC 08 1688.) (DB)

ABSTRACT 1645

EC 08 1645 ED N. A.
Publ. Date Sum 75 7p.
Cartwright, Carol A.
Cartwright, G. Phillip
Competencies for Prevention of Learning Problems in Early Childhood Education.
Educational Horizons; V53 N4 P151-157 Sum 75

Descriptors: Exceptional Child Education; Learning Disabilities;* Early Childhood; Prevention; Teacher Role; Teacher Qualifications;* Models;* Identification;* Diagnostic Teaching;*

Identifiers: Competencies (Teacher);

Two decision models--an identification model and a diagnostic teaching model--are suggested which indicate the set of teacher competencies, as well as the procedures for implementing those competencies necessary to prevent learning problems in early childhood. Objectives (such as screening all children in regular classroom programs for deviations and selecting techniques for effective classroom management) are outlined and discussed and flow charts are provided for each of the two models. (SB)

ABSTRACT 1599

EC 08 1599 ED N. A.
Publ. Date Mar 76 3p.
Rapaport, Howard G.
Flint, Shirley H.
Is There a Relationship Between Allergy and Learning Disabilities?
Journal of School Health; V46 N3 P139-141 Mar 76

Descriptors: Exceptional Child Services; Learning Disabilities;* Allergies;* Etiology;* Identification; Medical Evaluation;* Medical Case Histories;

Provided are two case histories of elementary school age boys showing a close relationship between the presence of allergies and learning disabilities. An Allergy Index giving various weights to common symptoms of allergy is provided to help physicians and school personnel identify students who should have an exhaustive allergy study. (DB)

ABSTRACT 1573

EC 08 1573 ED N. A.
Publ. Date 76 246p.
Gearhart, Bill R.
Teaching the Learning Disabled: A Combined Task-Process Approach.
C. V. Mosby Co., 3301 Washington Blvd., St. Louis, MO 63103 ($10.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks; Academic Achievement; Program Planning;* Learning Processes;* Testing;* Reading;* Mathematics;* Hyperactivity; Motivation;* Behavior Change; Delivery Systems;* Trend Analysis;*

Stressed in the textbook on learning disabilities are methods and approaches appropriate for disabilities that cause significant problems in reading, arithmetic, and other academic skill areas. Chapters focus on the following topics: the nature of learning disabilities, principles in planning and programing, how children learn (with emphasis on R. Gagne's conditions of learning), assessment in program planning, tests and assessment, teaching reading to the learning disabled (including both general approaches and approaches for the learning disabled), teaching arithmetic and mathematics to the learning disabled, nonverbal disorders (such as hyperactivity), motivational techniques and positive reinforcement (with emphasis on behavioral techniques), alternatives for delivering services to children (such as resource room, itinerant teacher, open classroom, and model programs), and current issues and directions including results of medical research and use of diagnostic treatment centers. Appended are a pupil behavior rating scale; sources of materials, equipment, and books; information on the Pitt County resource room program; and a listing of reading evaluation tools and materials. (DB)

ABSTRACT 1513

EC 08 1513 ED N. A.
Publ. Date 76 357p.
Bush, Wilma Jo.
Waugh, Kenneth W.
Diagnosing Learning Disabilities.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($10.95)
Second Edition.

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Textbooks; Educational Diagnosis; Diagnostic Tests*; Identification*; Etiology; Teacher Evaluation; Task Analysis*; Criterion Referenced Tests*; Test Interpretation*; Clinical Diagnosis; Case Studies*; Remedial Instruction; Diagnostic Teaching*;

Identifiers: Informal Assessment;

Intended for educational consultants and other educators involved in diagnosing learning disabilities, the text stresses identifying major learning disorders in terms of behaviors, using data to make diagnoses for remediation, improving communication between consultants and teachers regarding individual students, and using case studies to demonstrate the translation of diagnostic information into components of the teaching-learning process. Discussed are a variety of behaviors typical of children with learning problems, informal and clinical tests and diagnostic procedures, legal and ethical aspects of reporting, task analysis, criteria referenced tests, remediation, etiology, and test interpretation. Also provided are case studies of 24 students from kindergarten through senior high school with such problems as hyperactivity, dyslexia, and underachievement. Appended are worksheets for various tests, a list of recommended resources, a list of tests useful in evaluating learning disorders, charts of the Structure of Intellect model, a list of criterion referenced tests, and glossaries. (DB)

ABSTRACT 1459

EC 08 1459 ED N. A.
Publ. Date Fe/Ma76 6p.
Willeford, Jack A.
Central Auditory Function in Children with Learning Disabilities.
Audiology and Hearing Education; V2 N2 P12,14-16,18,20 Feb/Mar 76

Descriptors: Exceptional Child Research; Learning Disabilities*; Early Childhood*; Childhood; Auditory Evaluation*; Auditory Perception*; Testing Problems*;

Tests of central auditory function with established diagnostic value in brain damaged adults were given to children with learning disabilities. The battery included four tests, two of cortical function and two of alleged brainstem integrity. When results were compared with other widely used measures and with academic and social performance, the findings suggested a need to reassess existing diagnostic batteries. (LS)

ABSTRACT 1301

EC 08 1301 ED N. A.
Publ. Date Feb 76 5p.
Schaer, Hildegard F.
Crump, W. Donald
Teacher Involvement and Early Identification of Children with Learning Disabilities.
Journal of Learning Disabilities; V9 N2 P91-95 Feb 1976

Descriptors: Learning Disabilities*; Identification*; Intervention*; Teacher Role*; Program Effectiveness*; Exceptional Child Research; Preschool Education; Primary Grades;

Reviewed are programs and research on the value of early identification and intervention with learning disabled children. Evaluation results of early identification programs are seen to indicate inconclusive results and to suffer from the fre-

quent lack of an evaluation component. It is recommended that expensive programs be avoided in favor of recognizing the importance of the teacher in early identification and diagnosis, daily evaluation, and remediation. (DB)

ABSTRACT 1300

EC 08 1300 ED N. A.
Publ. Date Feb 76 6p.
Larsen, Stephen C.
And Others.
The Use of Selected Perceptual Tests in Differentiating Between Normal and Learning Disabled Children.
Journal of Learning Disabilities; V9 N2 P85-90 Feb 1976

Descriptors: Learning Disabilities*; Identification*; Perception Tests*; Test Validity*; Student Placement; Exceptional Child Research; Elementary Education; Auditory Perception; Perceptual Motor Coordination;

Identifiers: Bender Visual Motor Gestalt Test*; Illinois Test of Psycholinguistic Abilities; Wepman Auditory Discrimination Test;

Investigated was the diagnostic usefulness of commonly used tests of perceptual functioning with 30 normal and 59 learning disabled children (all 8-10 years old). Ss were administered the Auditory and Visual Sequential Memory and Sound Blending subtests of the Illinois Test of Psycholinguistic Abilities, the Wepman Auditory Discrimination Test, and the Bender Visual Motor Gestalt Test. Statistical analyses revealed that only the Bender Visual Motor Gestalt Test differentiated the normal and LD groups. Results suggested that continued use of these tests for purposes of diagnosis and placement should be reevaluated. (Author/DB)

ABSTRACT 1297

EC 08 1297 ED N. A.
Publ. Date Feb 76 3p.
Stephenson, D. Claire
Improving the Learning Disabled Child's Score on Machine-Scored Tests.
Journal of Learning Disabilities; V9 N2 P71-73 Feb 1976

Descriptors: Learning Disabilities*; Standardized Tests*; Testing Problems*; Exceptional Child Research; Elementary Education;

Identifiers: Nondiscriminatory Tests (Handicapped);

Evaluated was the effect on standardized test scores of allowing six fourth grade learning disabled children to have a helper fill in the machine-scored answer grid according to the child's verbal answers to the test questions. Comparison of the results of these tests with earlier testing without a helper and with scores of three control Ss showed a significant gain in scores. Advantages of the procedure included keeping the child's attention on the test, helping the child to keep his place, and making the helper more aware of the child's specific academic difficulties. (Author/DB)

ABSTRACT 1219

EC 08 1219 ED N. A.
Publ. Date 75 396p.
Bryan, Tanis H.
Bryan, James H.
Understanding Learning Disabilities.
Alfred Publishing Company, Inc., 75 Channel Dr., Port Washington, NY 11050 ($12.50)

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Textbooks; Historical Reviews*; Theories*; Definitions*; Classification; Neurology*; Intelligence*; Behavior Patterns*; Language Handicaps*; Reading*; Mathematics*; Educational Diagnosis*; Remedial Instruction*;

Presented in the text on learning disabilities (LD) are chapters on the nature of the field, historical background and theoretical models, definitions and classification systems, the brain, intelligence, behavior, information processing, language disorders, reading and mathematics, diagnosis and educational assessment, and remediation. Subtopics include pioneer research, recent research, disability models, definitions of learning disabilities, characteristics of LD children, taxonomies of LD, the anatomy of the brain, the brain and LD, definition of intelligence, tests of intelligence, infant intelligence tests, intelligence and learning disabilities, intelligence tests and the schools, behavioral characteristics of LD children, conduct of the LD child, organic causes of failure, psychological and social causes of failure, hyperactivity, auditory processing, visual information processing, cross modal information processing, language development, language and LD, dyslexia, etiology of dyslexia, teaching reading, dyscalculia, the purpose of diagnosis, diagnostic models, the multidisciplinary team approach, the psychological evaluation, neurological evaluation, standardized tests, history of individualized instruction, factors affecting school learning, remediation techniques, and behavior modification. (DB)

ABSTRACT 1127

EC 08 1127 ED N. A.
Publ. Date 76 182p.
Newcomer, Phyllis L.
Hammill, Donald D.
Psycholinguistics in the Schools.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($7.95)

Descriptors: Exceptional Child Research; Learning Disabilities*; Elementary Secondary Education; Research Reviews (Publications)*; Language Tests; Learning Theories*; Teaching Methods; Program Effectiveness*; Diagnostic Tests*; Psycholinguistics*;

Identifiers: Illinois Test of Psycholinguistic Abilities*;

Presented are a review of the research and a critique of the use of the Illinois Test of Psycholinguistic Abilities (ITPA) as the basis for diagnosis and remediation for children with academic learning disabilities. Discussed in the first chapter are basic principles comprising psycholinguistics and the psycholinguistic theories of N. Chomsky, B. F. Skinner, and C. Osgood. The ITPA is explained to be based on a model adapted from the Osgood theory, and each of the ITPA subtests are described with research reviewed on the diagnostic use of the ITPA as well as the test's reliability and validity. The third chapter, on the educational significance of the ITPA, presents a review of correlational research, diagnostic validity research, and a study of psycholinguistic correlates of academic achievement. The authors conclude that the ITPA should not be used for individual diagnosis or for the selection of remediation strategies. The effectiveness of psycholinguistic training is considered in the fourth chapter which examines programs for training psycholinguistic abilities, assumptions which underlie training, characteristics of training studies, and effects of psycholinguistic training. The predominantly negative findings are thought to suggest that the efficacy of training psycholinguistic functioning has not been conclusively demonstrated. A fifth chapter, by advocates of psycholinguistic training provides three readings: "Psycholinguistic Remediation in the Schools" (W. Bush); "Research on the Efficacy of Remediating Psycholinguistic Disabilities -- Critique and Recommendations" (E. Minskoff); and "A Reaction to *Psycholinguistics in the Schools*" (J. McLeod). In the final chapter the authors raise questions such as whether terms like "auditory reception" refer to actual mental functions or are merely hypothesized constructs to aid communication. (DB)

ABSTRACT 1076

EC 08 1076 ED N. A.
Publ. Date Jan 76 5p.
Forness, Steven.
And Others.
Follow-Up of High-Risk Children Identified in Kindergarten Through Direct Classroom Observation.
Psychology in the Schools; V13 N1 P45-49 Jan 76

Descriptors: Exceptional Child Research; Learning Disabilities*; Primary Education; Followup Studies*; Observation*; Behavior*; Prediction*; Identification*; Teachers; Rating Scales;

Identifiers: Informal Assessment*;

From a prior kindergarten population sample, 61 first grade students were involved in a followup study to determine the validity of observable classroom behavior evaluations in predicting educational risk. Teacher ratings and individual achievement test scores at followup for the children originally classified into four behavioral clusters (ranking in order from one to four according to degree of educational risk) showed that the nonrisk cluster continued to do well, while high risk children were doing poorly in some areas, and that children in a cluster originally viewed as nonrisk were also having difficulty in school. (SB)

ABSTRACT 979

EC 08 0979 ED N. A.
Publ. Date Jan 76 9p.
de Quiros, Julio B.

Diagnosis of Vestibular Disorders in the Learning Disabled.
Journal of Learning Disabilities; V9 N1 P39-47 Jan 1976

Descriptors: Learning Disabilities*; Identification*; Medical Evaluation*; Human Posture*; Exceptional Child Research; Infancy; Physiology; Anatomy;

Identifiers: Vestibular Disorders*;

Children with vestibular (inner ear) disorders and related postural disturbances constitute a large segment of the population described as learning disabled. Vestibular disorders identified in newborn infants can be substantiated in children and adults. Early identification of vestibular disorders could alert physicians, parents, clinicians, and educators to the need for modifications in the child's learning environment. Appropriate modifications could help to negate the influence of postural disturbances on the development of efficient functional systems. Three diagnostic criteria can be used for the assessment of vestibular disabled children: traditional assessments of development, appraisal of potential capacities, and evaluation of exigency responses. (Author/DB)

ABSTRACT 950

EC 08 0950 ED N. A.
Publ. Date 76 310p.
Hallahan, Daniel P.
Kauffman, James M.
Introduction to Learning Disabilities: A Psycho- Behavioral Approach.
Prentice Hall, Inc. Englewood Cliffs, NJ 07632 ($10.95)

Descriptors: Exceptional Child Education; Learning Disabilities*; Historical Reviews; Definitions*; Incidence; Identification*; Diagnostic Teaching*; Behavior Change*; Visual Perception; Perceptual Motor Coordination*; Hyperactivity; Language Handicapped*; Emotional Problems*;

The introductory text to the field of learning disabilities focuses on the basic characteristics, assessment techniques, and remedial methods useful with children with specific learning problems whether labeled learning disabled, emotionally disturbed, or educable mentally retarded. Chapters focus on the following topics: historical roots; current definitions and prevalence; learning disabilities vs. emotional disturbance vs. educable mental retardation; diagnostic prescriptive teaching; applied behavior analysis; visual perceptual disabilities; visual-motor, motor, tactual and kinesthetic disabilities; distractibility and hyperactivity; language disabilities; and social-emotional disabilities. Special attention is given to the methods of applied behavior analysis or behavior modification, and teaching techniques. (DB)

ABSTRACT 854

EC 08 0854 ED 116417
Publ. Date 75 331p.
Bechtel, Leland P.
The Detection and Remediation of Learning Disabilities.
Androscoggin County Task Force on Social Welfare, Inc., Lewiston, Maine.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc
Final Report, Child Welfare Research and Demonstration Project.

Descriptors: Learning Disabilities*; Prevention*; Program Descriptions*; Remedial Instruction*; Identification*; Exceptional Child Education; Dyslexia; Early Childhood Education; Elementary Education; Summer Programs; Program Evaluation; Perceptual Development;

Reported are the final 2 years of a program which provided identification and remediation services for 60 potentially dyslexic preschool children and 45 dyslexic elementary grade children. Described for the preschool program are materials and evaluative devices and methods of remediation which stressed development of perceptual motor skills, applied skills, gross motor skills, and free play. Detailed are findings showing that the experimental group made 44 positive gains (out of 50 possible test scores) over the control group, 27 of which were significant (especially in such areas as the Wechsler full scale IQ, letter discrimination, word discrimination, copying, and figure ground perception). It is explained that methods of remediation in the 6-week program for elementary grade dyslexic students included daily instruction in reading, perceptual motor skills, gross motor skills, English composition, and mathematics, as well as weekly field trips. Reported are conclusions showing that experimental students gained significantly over control students in such areas as figure ground perception, arithmetic computation, reading accuracy, and visual tracking. An additional section provides subjective observations and interpretations on such program aspects as teacher qualities, pupil attitudes, test anxiety and overloading, self esteem, professional and public awareness, and problems such as failure to mainstream pupils properly. (DB)

ABSTRACT 843

EC 08 0843 ED 116406
Publ. Date Oct 75 55p.
Graf, Mercedes.
A School Psychologist's Perceptions of Learning Disabilities in Three-Year-Old Children in an Early Childhood Center.
EDRS mf;hc
Paper presented at the Illinois Council for Exceptional Children (Chicago, October 1975)

Descriptors: Learning Disabilities*; Screening Tests*; Case Studies*; Identification*; Exceptional Child Education; Preschool Education;

Discussed are issues in screening children at risk for potential learning disabilities at the nursery school level. Definitions and incidence estimates of learning disabilities are evaluated and present screening programs are reviewed. Three teacher administered screening tests are described: Peabody Picture Vocabulary Test, Beery Developmental Test of Visual Motor Coordination, and Caldwell Preschool Inventory. A child study is given in which a 3-year-old child suspected of having a learning disability turned out to be at high risk because of lack of opportunity to develop personal social skills. Strongly recommended are the reviewing of test manuals before undertaking a screening project; gaining the cooperation of parents in remediation and home management techniques; increasing cooperation among pediatricians, schools, and parents; and encouraging teachers to grow professionally. (DB)

ABSTRACT 746

EC 08 0746 ED N. A.
Publ. Date Jan 76 5p.
Pines, Maya.
Head Head Start. Bringing Up Babies in Brookline.
Education Digest; V41 N1 P6-10 Jan 76

Descriptors: Exceptional Child Education; Exceptional Child Services; Learning Disabilities*; Infancy; Preschool Education*; Parent Education*; Identification*; Intervention*; Child Development; Prevention; Health Services;

Identifiers: Brookline Early Education Project*;

The Brookline Early Education Project (BEEP) is designed to identify infants with potential learning handicaps and treat them during the critical age period of 8-18 months. BEEP provides parent training in child rearing skills which help to educate the child, and offers an intensive series of medical and psychological examinations to ferret out sensory impairments and other weaknesses at key points in the child's development. Advantages of an early intervention program such as BEEP over programs in which children are taught in school-like settings include generalization of project benefits not only to the target child but also to younger siblings. (SB)

ABSTRACT 678

EC 08 0678 ED N. A.
Publ. Date Jan 76 16p.
Mavrogenes, Nancy A.
And Others.
A Guide to Tests of Factors That Inhibit Learning to Read.
Reading Teacher; V29 N4 P343-360 Jan 76

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty*; Reading Tests*; Diagnostic Tests*; Screening Tests*; Vision Tests; Perceptual Tests; Auditory Tests; Language Tests; Speech Evaluation;

Presented is a guide to 67 diagnostic reading tests including tests to investigate the specific reading problem itself (such as word recognition and comprehension) and tests to investigate related areas (such as vision, hearing, and language development). A chart summarizes the tests in terms of title; publisher and purpose; level, time, date, type of test, who administers; and evaluation. Tests are organized into the following categories: screening tests of visual acuity; dis-

crimination, perception, and memory; visual motor tests; sensory motor tests; perceptual motor tests; tests of hearing--auditory acuity, discrimination, and perception; articulation tests; language tests; screening tests; and combined tests. (DB)

ABSTRACT 670

EC 08 0670 ED N. A.
Publ. Date Dec 75 7p.
Gillespie, Paticia H.
And Others.
Legislative Definitions of Learning Disabilities: Roadblocks to Effective Service.
Journal of Learning Disabilities; V8 N10 P660-666 Dec 1975

Descriptors: Learning Disabilities*; State Legislation*; Definitions*; Labeling (Of Persons)*; Educational Needs*; Exceptional Child Education; Identification; Student Evaluation; Student Placement;

Current state legislation reflects professional differences of opinion about the identification, assessment, and placement of learning disabled children. Services for the learning disabled will be improved if legislation decreases its emphasis on categories and concentrates instead on providing mechanisms for meeting the specific educational needs of individual children. (Included is a chart giving representational features of specific learning disabilities legislation for each state.) (Author)

ABSTRACT 668

EC 08 0668 ED N. A.
Publ. Date Dec 75 5p.
Colarusso, Ronald P.
And Others.
Specific Visual Perceptual Skills as Long-Term Predictors of Academic Success.
Journal of Learning Disabilities; V8 N10 P651-655 Dec 1975

Descriptors: Learning Disabilities*; Visual Perception*; Academic Achievement*; Prediction*; Exceptional Child Research; Primary Grades; Achievement Tests; Perception Tests;

Identifiers: Frostig Developmental Test of Visual Perception;

Examined was the relationship between the Frostig Developmental Test of Visual Perception and academic achievement as measured by the Scholastic Research Association Achievement Test Battery with 125 primary grade children. The DTVP was administered to kindergarten and first grade subjects while the SRA was administered to the same subjects at second and third grade. Product-moment correlations were then computed along with step-wise multiple regression analyses. No DTVP scores were useful predictors of second grade school achievement, while only Position in Space predicted SRA Language Arts and Math Concept achievement at the third grade level. (Author/DB)

ABSTRACT 663

EC 08 0663 ED N. A.
Publ. Date Dec 75 7p.
Brown, Virginia, Ed.
Programs, Materials and Techniques: Reading Miscue Analysis.
Journal of Learning Disabilities; V8 N10 P605-611 Dec 1975

Descriptors: Learning Disabilities*; Reading Tests*; Evaluation*; Parent Education*; Inservice Teacher Education*; Exceptional Child Education; Testing; Language Development;

Identifiers: Colorado (Grand Junction);

Reviewed in relation to the learning disabled are the Goodman and Burke Reading Miscue Inventory (RMI), a booklet entitled "Natural Language--A Clinician-Guided Program for Parents of Language-Delayed Children," and an inservice program in Grand Junction, Colorado. The RMI is seen to depart from traditional reading assessment in analyzing the context of a departure from the expected response of the text and determining the relationship of that departure to the language and concept repertoire of the reader. The RMI is compared to the Durrell Analysis of Reading Difficulty. Considered are the RMI's implications for the role of the teacher in reading instruction and "good" and "bad" reading behaviors. The review of the booklet describes it as presenting a professional approach to bridging the gap between clinical work and the functional use of language in the natural environment. The Colorado inservice program for regular and special education personnel is commended for providing replication and validation information. (DB)

ABSTRACT 584

EC 08 0584 ED 115 052
Publ. Date 74 46p.
Early Prevention of School Failure: Illinois Title III ESEA Project.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf;hc

Descriptors: Learning Disabilities*; Preschool Education*; Identification*; Program Descriptions*; Exceptional Child Education; Kindergarten; Screening Tests; Program Effectiveness; Prevention;

Identifiers: Early Prevention of School Failure Project;

Described in three documents is the Early Prevention of School Failure Project which is designed to identify and provide programs for preschool learning disabled children. Screening tests are said to include evaluations of visual motor integration, speech, language and motor development. Considered in the pamphlet are services provided in Model Learning Disability Kindergartens for children with severe learning problems, and therapy and teacher consultation services for children with milder difficulties. It is explained that validation results indicate growth exceeding project objectives in receptive language, visual motor, and psycholinguistic development. Provided in accompanying documents are information regarding replication of the project in local schools, and an annual report to the President and Congress which touches on program implementation costs. (CL)

ABSTRACT 573

EC 08 0573 ED N. A.
Publ. Date 75 134p.
Kalverboer, Alex Fedde.
A Neurobehavioural Study in Pre-School Children.
Spastics International Medical Publications, J. B. Lippincott Co., East Washington Square, Philadelphia, PA 19105 ($19.50)
Clinics in Developmental Medicine Series, No. 54.

Descriptors: Exceptional Child Research; Learning Disabilities; Neurologically Handicapped*; Early Childhood*; Observation*; Behavior Patterns*; Research Methodology*;

Identifiers: Free Field Observation;

Presented is a study aimed at providing appropriate techniques for studying the behavior of young children and explaining the relationships between behavior and neurological disorders. Chapter 1 provides an introduction on the aims of the study and difficulties in studying neurology and behavior. The method of free- field observation is discussed in Chapter 2 as it relates to behavioral and neurological assessment, the study of problem children, clinical application, and categories of behavior. Neurological and individual characteristics (such as age, birth rank, and home circumstances) of the 117 preschoolers observed during the study are described. Included in Chapter 4 are descriptions of the free-field study design and scoring procedures. It is noted in Chapter 5 (on the analysis of behavior) that consistency of behavior among Ss was low. Among results presented in Chapter 6 is that there was no fixed relationship between neurological condition and behavior, but that such relationships depended on the nature of the situation to which the child was exposed. In Chapter 7, a discussion of previous research covers such topics as animal studies, play behavior, and the concept of minimal brain dysfunction. Included in the appendixes are tables of statistical data from the study. (SB)

ABSTRACT 439

EC 08 0439 ED N. A.
Publ. Date Nov 75 6p.
Haller, Jerome S.
Axelrod, Penny.
Minimal Brain Dysfunction Syndrome.
American Journal of Diseases of Children; V129 N11 P1319-1324 Nov 75

Descriptors: Exceptional Child Education; Learning Disabilities; Minimally Brain Injured*; Incidence; Evaluation Methods*; Physicians*; Intervention; Student Characteristics*;

Reviewed are the incidence, causes, characteristics, and methods for identifying minimal brain dysfunction (MBD) in children. Considered are the educational ramifications, and described is the physician's role in the treatment of MBD. (For related information, see EC 08 0438 and EC 08 0440.) (CL)

ABSTRACT 422

EC 08 0822 ED 115 025
Publ. Date Jun 74 290p.
McGrady, Harold J.
Anderson, Carolyn S.
Screening and Identification Procedures in the Child Service Demonstration Programs.
University of Arizona, Tucson. Dept. of Special Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Final Report.

Descriptors: Learning Disabilities*; Screening Tests*; Identification*; National Surveys*; Models*; Exceptional Child Research; Exceptional Child Education; Elementary Secondary Education; Guidelines; Delivery Systems; Conceptual Schemes;

Identifiers: Child Service Demonstration Projects;

Described and analyzed are procedures used in 38 Child Service Demonstration Projects throughout the US for screening and identifying learning disabled (LD) children. It is emphasized that the purpose of the project was to report viable alternatives for screening and identifying LD children rather than to recommend one particular model or screening test as the best. Information given on each of the 38 projects includes the delivery system for intervention (such as an LD resource room), the initial entry system utilized (such as teacher referral), and the personnel involved in decision making (such as parents and psychologists). Flow charts provided depict the information gathering, information transmittal, decision making, and administrative procedures used in determining a child's eligibility for LD intervention. Among findings reported are: that the resource room is the most prevalent delivery system for LD children in public schools; that almost 80% of the projects use teacher referrals to identify potential LD children; and that emotional disturbance is the condition most likely to be specifically invoked as an exclusion criterion. appended is the interview form used to gather data on projects. (LS)

ABSTRACT 421

EC 08 0421 ED 115 024
Publ. Date Jun 74 80p.
Kirk, Samuel A.
Elkins, John.
Summaries of Research on the Revised Illinois Test of Psycholinguistics.
University of Arizona, Tucson. Dept. of Special Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Final Report.

Descriptors: Learning Disabilities*; Research Reviews (Publications)*; Psycholinguistics*; Testing*; Exceptional Child Education; Test Reliability; Test Validity; Prediction; Educational Diagnosis; Performance Factors; Academic Achievement;

Identifiers: Illinois Test of Psycholinguistic Abilities*;

Summarized are 68 research studies from 1970 to 1975 on the Revised Illinois Test of Psycholinguistic Abilities (ITPA), particularly as it relates to learning disabilities. The reviews have been organized by the following areas (the number of studies in each section and sample study topics are in parentheses): studies comparing the experimental and revised editions of the ITPA (two studies including the performance of institutionalized retardates on the Peabody Picture Vocabulary Test and the two editions of the ITPA); validity studies (16 studies including a factor analysis of the revised ITPA with underachieving children); screening, prediction, and diagnostic studies (eight studies including an evaluation of several methods of predicting full scale IQ from the ITPA); clinical, ethnic, and/or social class studies (12 studies including an examination of psycholinguistic abilities of grade 2 children of differing socioeconomic and ethnic background); school achievement studies on reading (12 studies including reading and psycholinguistic processes of inmate problem readers); school achievement studies on spelling (two studies including the relationships between written spelling, motor functioning, and sequencing skills); and remediation studies (10 studies including an evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation). One-page summaries provide study information such as author, title, source, purpose, subjects, procedure, results, and comments. An additional section on short reports contains brief descriptions of six studies. (SB)

ABSTRACT 371

EC 08 0371 ED 115 009
Publ. Date Mar 75 16p.
Fineman, Carol.
Hoffman, Dennis W.
A Current List of Available Diagnostic Instruments for Speech, Language and Hearing Clinicians.
EDRS mf;hc

Descriptors: Aurally Handicapped*; Learning Disabilities*; Speech Handicapped*; Diagnostic Tests*; Bibliographies*; Exceptional Child Education;

Provided is a list of 40 diagnostic instruments for use by speech, language, and hearing clinicians. The list consists of five tests for aphasia, 10 for hearing, 15 for language, and 10 for speech. Information given for the tests usually includes the title, author, vendor, price, age range, time limits, and a brief description. The names and addresses of each vendor are listed in alphabetical order on the last page. (LS)

ABSTRACT 359

EC 08 0359 ED N. A.
Publ. Date Nov 75 7p.
DeGenaro, Jennie J.
Informal Diagnostic Procedures: "What Can I Do Before the Psychometrist Arrives?"

Journal of Learning Disabilities, V8 N9 P557-563 Nov 1975

Descriptors: Learning Disabilities*; Student Evaluation*; Individualized Instruction*; Exceptional Child Education; Elementary Secondary Education;

Identifiers: Informal Assessment*.

Described are informal assessment methods for evaluating children suspected of having a learning disability. Informal assessment is seen to provide significant referral data as well as information to assist the teacher in individualizing instruction in the classroom. Suggested are informal methods for assessing the following areas: visual discrimination and memory, auditory discrimination and memory, letter identification, writing the alphabet sequence, phonetic knowledge, tactual ability, reversals and rotations, verbal skills (oral), copying at near and far points, reading levels, self concept, eye hand coordination and written language, following directions, and gross motor skills. (Author/DB)

ABSTRACT 333

EC 08 0333 ED N. A.
Publ. Date 73 123p.
Bush, Clifford L.
Andrews, Robert C.
Dictionary of Reading and Learning Disabilities Terms.
Educational and Psychological Associates Press, 21 Island Place, Matawan, NJ 07747

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Definitions*; Reading*; Glossaries*; Testing*;

Intended for teachers in the fields of reading and learning disabilities, the dictionary contains definitions of approximately 2250 terms arranged in alphabetical order. It is explained that terms were selected from the following fields: measurement, evaluation, and statistics; linguistics; library science; psychology and learning; education; and medicine particularly dealing with vision, sensory, and motor functions. Also included are a listing of ERIC (Educational Resources Information Center) Clearinghouses, a list of publishers, and a chart of evaluation instruments (achievement, auditory, diagnostic, intelligence, readiness, reading tests, social and emotional, spelling, study skills, visual motor, and vocabulary tests). (DB)

ABSTRACT 309

EC 08 0309 ED N. A.
Publ. Date Oct 75 5p.
Bray, Nanci Moreland
Estes, Robert E.
A Comparison of the PIAT, CAT, and WRAT Scores and Teacher Ratings for Learning Disabled Children.
Journal of Learning Disabilities, V8 N8 P519-523 Oct 1975

Descriptors: Learning Disabilities*; Test Validity*; Achievement Tests*; Exceptional Child Research; Elementary Secondary Education;

Identifiers: Peabody Individual Achievement Test*;

The concurrent validity of the Peabody Individual Achievement Test (PIAT) with 45 learning disabled children (7 to 12 years old) was investigated using the California Achievement Test (CAT), the Wide Range Achievement Test (WRAT), and teacher ratings as criterion measures. Pearson product-moment correlation coefficients were moderate to high, indicating substantial concurrent validity in favor of the PIAT. Mean grade placement scores on subtests with similar content for all four measures were found to be generally equivalent, with the exception of the PIAT Reading Recognition and WRAT Reading which produced lower scores. (Author/DB)

ABSTRACT 141

EC 08 0141 ED N. A.
Publ. Date 75 13p.
Silver, Archie.
Hagin, Rosa A.
Fascinating Journey: Paths to the Prediction and Prevention of Reading Disability.
Bulletin of the Orton Society; V25 P24-36 75

Descriptors: Exceptional Child Research; Learning Disabilities; Dyslexia*; Perceptually Handicapped; Neurologically Handicapped; Elementary Secondary Education; Etiology; Prevention*; Prediction*; Identification*; Screening Tests*; Program Descriptions*; Maturation; Perceptual Development;

Described is the author's work over the past 25 years in predicting and preventing reading disability. Noted is the discovery that reading disabled children are characterized by immaturity in orientation in space and time, and classical or soft neurological signs. Pointed out are results of the arm extension test which showed that reading and language disabled children commonly show a discrepancy between the dominant hand and the hand held higher when both arms are extended. Also reported are results of longitudinal studies showing that reading disability persists into adulthood. Described is an ongoing program to prevent reading failure through the identification and remediation of neurological and perceptual deviations at the kindergarten and first grade levels. The development of a kindergarten screening test, "Search Battery," as part of this program is explained. (DB)

ABSTRACT 107

EC 08 0107 ED 113 873
Publ. Date 75 7p.
Thompson, M.
A Pilot Instrument of Dyslexic-Type Language Difficulties: The Aston Index.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Dyslexia*; Screening Tests*; Exceptional Child Research; Learning Disabilities; Early Childhood Education;

Described is the Aston Index, a pilot instrument designed for screening dyslexic-type language difficulties in young children. It is explained that the index consists of three forms to test children at three stages of development (such as those who have been in school about 6 months), that it represents an "integrated" approach, and that it includes well known items from various sources. Discussed are specific components of the Index which cover general underlying ability (such as copying geometrical designs); family history (such as laterality); and performance (such as visual sequential memory). (LS)

ABSTRACT 103

EC 08 0103 ED 113 869
Publ. Date 75 12p.
Reed, J. C.
Axelrod, Penny.
The Neuropsychological Evaluation of Children with Learning Disabilities.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Evaluation Methods*; Student Evaluation*; Exceptional Child Education; Performance Criteria; Clinical Diagnosis;

Identifier: Halstead-Reitan Neuropsychological Tests;

Described is the use of the Halstead-Reitan Neuropsychological Tests in the evaluation of children with learning disabilities. It is explained that these tests are based on a combined evaluation of four methods of inference: level of performance, ratio scores (measuring the discrepancy between overlearned and seldom practiced behavior to infer the presence of brain injury), pathognomonic signs (such as aphasia), and right versus left comparisons. Specific components considered include the category test, tactual performance test (measuring time, memory and localization), speech sound perception test, and tactile form recognition test. (CL)

ABSTRACT 101

EC 08 0101 ED 113 867
Publ. Date Jan 75 11p.
Pittman, Bettie R.
Using Tests as the Key to Diagnosis and Remediation of Reading Disabilities.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Diagnostic Tests*; Standardized Tests*; Operant Conditioning*; Remedial Reading*; Exceptional Child Education; Elementary Education; Reading Difficulty; Behavior Change; Reading Tests;

The author argues the value of using both standardized tests and behavioral principles for the indepth diagnosis and remediation of reading disabilities. An illustrative case study is given in which analysis of test results was used to resolve conflicting appraisals of an 11-year-old girl's reading abilities, and behavioral management methods were used to remediate her weak skill areas. (DB)

ABSTRACT 93

EC 08 0093 ED 113 859
Publ. Date Jan 75 11p.
Jones, R. Wayne
The Target Groups: Description of Learning Disabled and Normal Subjects Participating in Prototype Evaluation Studies.
Georgia State University, Atlanta.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Identification*; Sequential Learning; Student Characteristics; Exceptional Child Research; Reading Ability;

Compared were the characteristics of 60 learning disabled (LD) and 60 normal children (all between 8 and 11 years old) participating in the Georgia Reading Research Program. The target group consisted of LD children who showed deficits in the psychological process of ordering/sequencing, while the LD reference group was average or above average in ordering/sequencing abilities. Instruments used to assess these deficits were the Wechsler Intelligence Scale for Children Sequencing Triad and the Wide Range Achievement Spelling Test. Other differences between the two groups were that the target group had instructional reading levels 1 or more years below their expected grade placement levels and were enrolled in special classes; while the LD reference children were enrolled in regular classes and were reading within 6 months of expected grade level. The program focused on an evaluation of specific curriculum treatments designed to facilitate reading achievement. (Author/DB)

ABSTRACT 91

EC 08 0091 ED 113 857
Publ. Date 75 11p.
Jacobs, Jacqueline E.
Sacatsh, Jean
Kindergarten Diagnostic Assessment of Learning Style.
EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Identification*; Learning Characteristics*; Testing*; Program Descriptions*; Exceptional Child Education; Primary Education; Kindergarten; Screening Tests;

Described is a program to identify potential learning problems and learning styles

in 131 kindergarten children through the assessment of global intelligence, gross and fine motor skills, visual perception skills, auditory perception skills, speech and language development, social skills, alphabet recognition, and number concepts. Standardized tests and informal assessment measures used in the screening program are described. It is explained that organization of the testing program involves eight testing stations; a professional staff of three social workers, two psychologists, three speech therapists, and one learning disabilities teacher; and 20 volunteer parents or graduate students. It is reported that the program has distinguished five groups of children ranging from children needing gross motor or language experiences to children ready for the prereading program. (Author/DB)

ABSTRACT 87

EC 08 0087 ED 112 622
Publ Date 75 25p.
Currie, Winifred
Proposing a Model Assessment and Intervention Program for Learning Disabled Adolescents in a Typical School Population.
EDRS mf,hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Screening Tests*; Intervention*; Incidence*; Reading Difficulty*; Exceptional Child Research; Junior High Schools

Identifiers: Currie-Milonas Screening Test

Reported are results of screening over 1,000 eighth or ninth grade students for learning disabilities, and suggested is an intervention program utilizing available local resources. The Currie-Milonas Screening Test is described as consisting of eight subtests to identify problems in the basic skills of reading, writing, language, or mathematics. Results indicated that 19.8% of eighth graders, 18.1% of ninth graders, and 28% of vocational education ninth graders were reading at the fourth grade level or below. Proposed is an intervention program involving classroom teachers, reading teachers, remedial reading specialists, remedial math specialists, learning disabilities specialists, supplemental clinical tutorial services, or referral to special day or residential schools. (Author/DB)

ABSTRACT 85

EC 08 0085 ED 112 620
Publ Date 75 7p.
Berman, Allan
Incidence of Learning Disabilities in Juvenile Delinquents and Nondelinquents: Implications for Etiology and Treatment.
EDRS mf,hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Delinquency*; Incidence; Testing*; Exceptional Child Research;

Investigated was the incidence of learning disabilities in juvenile delinquents at a Rhode Island training school. Ss and nondelinquent controls were administered the Halstead-Reitan battery of measures including the Wechsler Intelligence Scale, the Wide Range Achievement Test, and tests of sensory imperception. Results found the five predictors utilized (Verbal IQ, Performance IQ, Halstead's Impairment Index, the Trailmaking Test Part A, and the Trailmaking Test Part B) discriminated significantly between delinquent and nondelinquent groups with 87% of the delinquents and 78% of the controls being correctly classified as a result of the five neuropsychological indexes. The most powerful individual predictors were the Performance IQ and the Impairment Index. (DB)

ABSTRACT 84

EC 08 0084 ED 112 619
Publ Date 75 8p.
Baker, G. P.
Raskin, L. M.
Kinetic-Family-Drawing of Kindergarten and First Grade Children with Delayed Perceptual and Motor Development.
EDRS mf,hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Emotional Problems*; Psychological Evaluation*; Withdrawal Tendencies (Psychology)*; Body Image*; Exceptional Child Research; Projective Tests; Self Concept; Family Attitudes;

Identifiers: Kinetic Family Drawings*;

Kinetic Family Drawings were obtained from 50 kindergarten or first grade children with delayed perceptual and/or motor development and 50 controls to investigate the effectiveness of this instrument as a measure of socio-emotional dimensions of high risk low achievers. Each child was asked to draw each member of his family (including himself) actively doing something. Drawings were scored on the criteria of isolation, bodily concerns, and rivalry. Results indicated that Ss having delayed development were differentiated from controls by a greater sense of isolation and bodily concern. Rivalry was not a significant discriminator. (Author/DB)